

KYAE Standards for Instructors

Foundational Knowledge and Professional Development

Standard 1 The instructor maintains foundational knowledge and pursues professional development.

1.1 Develops and maintains a knowledge base in adult learning

- 1.1a Identifies that adult students are motivated by drawing on their experiences, targeting instruction to student goals and providing opportunities for students to build self-esteem
- 1.1b Identifies how adults learn (cognition) by using multiple instructional approaches, including dependent and independent learning, problem centered approaches to learning, student reflection, instructional technology and multiple types of sensory experience
- 1.1c Articulates strategies and cites materials appropriate to diverse cultural, ethnic, racial, age and social contexts and backgrounds; recognizes that adults are at different stages of development

1.2 Develops and maintains an in-depth knowledge base in own content area and in other relevant areas

- 1.2a Has professional preparation and/or training in the primary content area
- 1.2b Participates in professional development related to own or relevant areas
- 1.2c Describes how content area knowledge can be transferred to the instructional setting

1.3 Demonstrates knowledge of how to instruct and/or refer adults who have learning disabilities and other special needs (e.g. age, prior education, physical limitations)

1.3a Articulates strategies for identifying students who have special needs and for instructing this population

1.3b Implements ways to accommodate students with special needs

1.3c Indicates how to refer students to other services or agencies in-house and external, when appropriate

1.4 Demonstrates knowledge of technological systems and applies that knowledge to instructional and administrative functions

1.4a Illustrates proficiency in using and selecting appropriate and current technology such as: word processing, data management, presentations software, telecommunications, e-mail, social networking and other means of accessing information

1.4b Designs and delivers instruction that incorporates technology in a meaningful way into the curriculum

1.5 Demonstrates sensitivity to demands and responsibilities of adults as workers, family members, citizens and community members

1.5a Articulates that students bring experiences from multiple life roles to the instructional setting

1.5b Utilizes materials and technology that reflect contexts of home, work and community

1.5c Utilizes strategies that are flexible enough to accommodate adult scheduling and attendance needs

1.6 Demonstrates the ability to access information about own organization, community resources and issues, relevant laws and regulations

1.6a Identifies gaps in own knowledge and seeks to find information to address those gaps

1.6b Identifies own organization and community resources that can provide materials for instruction (e.g., Office of Employment and Training, Chamber of Commerce, local health agencies, public libraries, Division of Motor Vehicles) and shares information with staff and students

1.6c Designs instructional units based upon student needs, experiences and interest; community resources and issues

1.7 Assesses own need for professional growth and engages in appropriate professional development activities, utilizing technological skills and new knowledge to enhance the quality and delivery of instruction

1.7a Regularly reviews *KYAE Standards for Instructors*, student placement, diagnostic and outcome data to determine professional development needs

1.7b Reflects on instructional practice, student and program data, and program goals and initiatives individually and with colleagues

1.7c Collaborates with colleagues and supervisors to complete appropriate professional development activities

1.7d Practices and integrates new instructional strategies such as use of technology to enhance instruction

Instruction

Standard 2 The instructor plans, implements and manages standards-based instruction that develops student abilities to communicate, apply concepts, think critically, solve problems and become self-sufficient individuals.

2.1 Plans instruction that is consistent with the program's mission and goals

- 2.1a Develops, selects and evaluates instructional strategies and materials consistent with the mission and goals of the program
- 2.1b Uses content standards to develop lessons that focus on achieving the learning goals of the student and the objectives of the program

2.2 Plans instruction that is relevant to the life experience of students

- 2.2a Identifies instructional content and context based upon student needs, interests, goals and experiences
- 2.2b Incorporates the use of technology for instruction based on the ability and interests of the student
- 2.2c Encourages students to use their own experiences to illustrate and clarify learning

2.3 Develops learning objectives based on student data and aligned with KYAE content standards, student and group goals, abilities and needs

- 2.3a Integrates employment, life experiences, family and community-related activities into instruction

2.4 Is sensitive to and accommodates diverse learning styles, abilities, cultures and experiences, including students who have disabilities and other special needs

2.4a Uses a variety of teaching strategies that address several learning styles/modalities such as: visual/aural/oral, kinesthetic/tactile, left/right brain and global/analytical and multiple intelligences

2.4b Empowers students to make choices in learning activities

2.5 Plans and adapts instructional strategies using a variety of learning techniques

2.5a Applies knowledge of teacher-directed and student-centered instruction

2.5b Selects examples, materials and grouping strategies appropriate for the diversity of students including dependent and independent learning as well as inductive and deductive learning

2.5c Provides frequent and varied opportunities for students to apply their learning

2.6 Implements instruction that facilitates and encourages critical thinking skills

2.6a Plans instructional activities that involve students in the application of skills within the learning environment and to real life experiences

2.7 Promotes the development of technological literacy as an essential skill

2.7a Designs and delivers instruction that incorporates technology (e.g., online educational programs and/or tools, cell phones, clicker or classroom response systems, computers, Smartboards, Elmos...)

2.7b Designs, delivers and assesses student learning activities that integrate computers/technology for diverse student populations

2.8 Uses time, space, materials and technology effectively

- 2.8a Organizes instruction and learning environment to enable students to participate in real life communication, negotiation, problem solving and decision making
- 2.8b Allocates, acquires and utilizes resources such as people, time, budgets, technology and the physical environment
- 2.8c Organizes and maintains resources and materials so that they are easily accessible to others for instruction and are user-friendly (e.g. including directions on use)
- 2.8d Practices responsible, ethical and legal uses of technology, information and software resources

2.9 Models communication, negotiation, decision making and problem solving skills for students

- 2.9a Communicates to students the thinking process for problem solving and meta-cognition (an awareness of one's own unique thinking and learning habits) and encourages classroom decision making by students
- 2.9b Allows classroom time for group and individual processing and group problem solving
- 2.9c Exhibits several styles of communication: verbal, non-verbal, electronic and written

2.10 Monitors and differentiates teaching strategies based upon student needs and performance as reflected in student and program data

- 2.10a Uses current student data to monitor and adjust instruction
- 2.10b Sequences and paces lessons appropriately
- 2.10c Demonstrates flexibility in responding to immediate student needs and interests; embraces teachable moments (the ability of the instructor to recognize when unplanned, yet relevant issues arise during instruction) and incorporates these into the lesson

Assessment

Standard 3 The instructor continually assesses and monitors learning.

3.1 Establishes a baseline of knowledge, skills and learning styles through the use of KYAE approved or recommended assessments

- 3.1a Conducts preliminary and ongoing student needs and academic assessments through student interviews, surveys, unsolicited comments and progress tests
- 3.1b Works with students to identify their needs, strengths and goals, and advises or refers them to appropriate levels of instruction and relevant programs within the organization or community
- 3.1c Selects appropriate assessments/inventories (e.g. educational skills, aptitudes, interests, learning styles, vision/hearing screening, learning disabilities screening, career assessments screening, etc.)

3.2 Uses results of assessment data (formal and informal) on a regular basis to plan lessons, develop curricula, monitor progress towards objectives and goals, and to verify learning

- 3.2a Interprets assessment results to develop differentiated instruction and adapt to individual needs
- 3.2b Assists learners in developing individual educational plans, articulating goals, developing strategies for achievement of goals and monitoring goal attainment
- 3.2c Links and incorporates data from assessments with instructional objectives and strategies and shares information with learners
- 3.2d Demonstrates the ability to improve student outcomes

3.3 Monitors learning beyond simple recall of information using a variety of assessment strategies

- 3.3a Uses questioning strategies at various cognitive levels (e.g. recall, inference, generalization, synthesis and application)
- 3.3b Uses a variety of assessment procedures including performance measures (portfolio, demonstration, technological and alternative assessments) as well as paper and pencil measures
- 3.3c Uses reading, writing and numeracy assessments that require higher levels of thinking, including problem solving and decision making
- 3.3d Uses project-based learning to enable students to use critical thinking skills and demonstrate learning through both process and product

3.4 Structures and facilitates ways for students to evaluate and give feedback on their learning and performance, through reflection and self assessment

- 3.4a Uses journals, logs, and/or learner portfolios, presentations and multi-media technology to foster reflection and self-assessment
- 3.4b Assists students in developing metacognitive strategies to help them understand how they learn best

3.5 Guides students in the development and ongoing review of their educational plans

- 3.5a Links learner assessments closely to the content of instruction
- 3.5b Shares assessment data results with students to help them develop and update learning plans and goals

Learning Environment

Standard 4 The instructor promotes an environment that supports effective learning.

4.1 Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, knowledge of students' cultures and interpersonal dynamics

4.1a Organizes the physical environment for adults (e.g. moveable furniture to facilitate different grouping, adequate lighting, comfortable furniture, temperature and a safe, non-threatening environment)

4.2 Values and respects student diversity and addresses individual needs

4.2a Models cultural sensitivity related to age and gender differences, socio-economic status and group dynamics

4.2b Includes culturally diverse activities during instruction

4.3 Fosters a spirit of collaboration in the classroom

4.3a Establishes rapport through humor, enthusiasm, confidence, respect and manner

4.3b Organizes activities that enable learners to recognize the importance of group/team goals and individual contributions

4.4 Communicates high expectations for all students

4.4a Encourages and supports student transfers to other classes, levels and programs

Program Responsibilities

Standard 5 The instructor manages program responsibilities and enhances the effectiveness of the program.

5.1 Collects and manages accurate data for program improvement and accountability

- 5.1a Uses assessment and evaluation data to support and improve accountability
- 5.1b Participates in the analysis of data for program improvement
- 5.1c Solicits feedback from students regarding instruction and the referral system

5.2 Suggests and/or collaborates in modifying the program organization and in developing program alternatives in response to program data

- 5.2a Collaborates with community organizations to link program organization and instruction to relevant workplace needs, where appropriate

5.3 Shares information with students and colleagues about additional learning resources, educational opportunities and options for accessing support services

- 5.3a Utilizes technology to maintain current information about
 - student resources (e.g., libraries, GED test centers and distance education)
 - educational opportunities (e.g., community colleges, literacy programs)
 - support services (e.g., family resource centers, welfare, child care, transportation)
- 5.3b Develops and maintains alliances that facilitate referrals with other adult service providers

5.4 Makes referrals to appropriate resources when guidance and counseling needs are beyond own expertise

5.4a Recognizes when it is appropriate to make a referral

5.4b Utilizes technology and collaborates with colleagues and students to maintain a current list of agency and community resources with specific contexts